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ABSTRACT

The manual, part of a series on Special Olympics Sports Skills Instructional Programs, presents ideas for coaching and teaching bowling skills to mentally retarded persons. An overview introduces the sport and lists long-term goals, short-term objectives, and benefits. Warm up exercises are followed by two levels of skill instruction for rolling, grip, stance, arm swing, four step, and straight ball delivery. Skills are presented via task analysis--detailed steps that the student must master in order to demonstrate proficiency in that skill. Sports Skill Assessments are included for measuring the student's present level of functioning within the sport or skill. Additional sections focus on rules and sportsmanship. Modifications and adaptations are considered along with suggestions on infusing bowling skills into the academic curriculum. Skills sheets for recording progress are included.

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SPECIAL OLYMPICS

BOWLING

Sports Skills
Instructional Program

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FOREWORD

In the Special Olympics program, coaches play a unique and indispensable role. It is they who impart to Special Olympians the sports skill and competitive spirit that define the true athlete.

But, they are far more than teachers. They are role models in the building of character; they assist in the development of the whole person. They give Special Olympians the most immediate awareness of their own worth, their ability, their courage, their capacity to grow and improve.

To be a coach in Special Olympics demands qualities of mind and spirit that transcend knowledge of specific games or events. But the foundation of good coaching is still competence and solid grounding in the fundamentals. Therefore, I cannot emphasize enough that sound training of coaches and athletes alike is the basis for everything we do in Special Olympics.

This Special Olympics Sports Skills Instructional Program was developed and tested by coaches, teachers and parents—it is written and illustrated so that coaches at every level of experience can improve their skills in working with Special Olympians.

Followed carefully and consistently, the Sports Skill Instructional Program will raise the level of all Special Olympics coaches and give to Special Olympians and their families the gift of pride and accomplishment that comes with doing something well.

Eunice Kennedy Shriver

Eunice Kennedy Shriver





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INTRODUCTION TO PROGRAM

The Sports Skills Instructional Program is designed for mentally retarded persons who may exhibit any number of associated learning impairments. The program can be administered by the regular physical education teacher, the adapted physical education specialist, the special education teacher, a recreation leader or therapeutic recreation specialist. In addition, the Special Olympics coach, parent and volunteer will find the Sports Skills Instructional Program extremely helpful in preparing Special Olympians for sports skills competition. The Sports Skills Instructional Program is based on the premise that people entering the program have mastered the primary (motor) and perceptual motor skills. They must also possess a sufficient level of fitness to enable them to acquire the skills and knowledge necessary for learning a particular sport skill.

In November of 1975 a legislative landmark, the Education for All Handicapped Children Act (Public Law 94-142), was signed into law. The law guarantees all children the right to a free appropriate public education. As defined in section 121.24 of the law, the term "special education" means specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child, including classroom instruction, *instruction in physical education*, home instruction, and instruction in hospitals and institutions. The importance of physical education in the total education of a handicapped child is evident in that physical education is the only subject area specifically addressed in the definition of special education. The Sports Skills Instructional Program has been designed to meet and comply with the requirements of Public Law 94-142.

This Instructional Program utilizes goals, short term objectives, task analyzed activities, assessment, and teaching suggestions for individualizing and integrating sports skills instructions into other subject areas of the student's curriculum. Each sport has been task analyzed by physical educators and recreators who have had previous success in teaching that particular sport to the mentally retarded.

Field Testing

During 1979-1981, the Sports Skills Instructional Program was field-tested nationwide among public and private schools, residential centers, activity centers and recreational agencies. Over 100 teachers and 2000 students were utilized in the test effort in the States of Arizona, California, New Jersey, New York, North Carolina and Wisconsin. Support for the program was justified by positive reaction and feedback from recreation, physical and special education professionals throughout the country. Collection and analysis of field test data revealed that the Sports Skills Instructional Program provided a systematic instructional process resulting in the development and im-

provement of sports skills among mentally retarded individuals.

Each sports skill unit complies with the requirements and regulations of Public Law 94-142 and can be written into the student's individualized education program.

Format of Special Olympics Sports Skills Instructional Program

The format of each Special Olympics sports skills instructional unit is:

- **Overview**—definition of activity, instruction/rules, equipment/supplies, relevance/appropriateness to student, ease of adaptation, and prerequisite skills.
- **Long Term Goal**—a statement of expected student behavior after the learning experience.
- **Short Term Objectives**—statements of specific student behaviors relative to the goal statement. Generally, the criteria for acceptable performance has been purposely omitted from the behavioral objective. In order to individualize teaching, the teacher/recreator of the sports skills unit should realistically determine the criteria based on the:
 - (1) present ability of the student.
 - (2) potential ability of the student.
 - (3) behavioral limitations of the student.
 - (4) behavioral limitations of the environment.
- **Modifications and Adaptations**—equipment, sport rules, and playing area to ensure successful participation by the student.
- **Sports Skills Assessment**—criterion referenced test to determine the student's present level of functioning within a specific sport or skill. Pre-tests and post-tests related to teaching skill, skill sequence and tasks.
- **Teaching Skill**—identifies the skill to be learned.
- **Skill Sequence**—sequenced behavior in which the learner must engage in order to demonstrate acquisition of the skill or knowledge described in the objective. Again, the teacher/recreator should determine the criteria for acceptable performance.
- **Task Analysis**—further analysis of skill into detailed steps which the student must master in order to demonstrate proficiency in that skill.
- **Teaching Suggestions**—suggestions of methods and materials to foster successful mastery of the skill by the student.
- **Infusion Chart**—sports skill in relation to general academic areas such as social studies, reading/language, home economics, arts, physical education, science, math, health, and industrial arts.
- **Student Skill Chart**—chart to mark the student's sports skills performance throughout the program.
- **Terminology and Resources**—glossary of terms, bibliography and resources (printed and audio-visual materials.)



ORGANIZATION OF TRAINING SESSION

Every Special Olympics program needs professional guidance and supervision, even though most of the training and supervision can be and usually is handled by volunteers—teachers, parents, high school and college students, church organizations, civic groups, military organizations, etc. For example, volunteer coaches should be trained by professionals in physical education and sports.

The method and manner by which you conduct your program will in large part determine your success as a teacher/coach. While teaching, approach your students enthusiastically and present the day's lesson in an enjoyable manner. Remember, Special Olympians return the excitement and enthusiasm transmitted to them by you. There are a variety of things you can do as a planner and instructor to create a positive, acceptable human environment to support learning in a group.

READY TO START

You've attended a Special Olympics Training School and you're ready to teach your students. Four students have received bowling instruction in the past year and the remaining six students are new to your class. In order to determine the bowling ability among your students, administer the Sports Skills Assessments—Level I. The test enables you as the

instructor to assess the ability range of your class. High ability level students should be evaluated using the Sports Skills Assessment—Level II.

Once the tests have been administered, individualize each practice so every student works on the skill area he/she needs the most improvement in. If a Special Olympian shows problems with his/her approach, review the basic steps of the approach as outlined in this guide. On the other hand, if an athlete scores well on the approach section, provide instruction in the four-step delivery or have the athlete practice a skill that he/she is not as efficient in performing. Another alternative for a Special Olympian who excels in various sports skills is to use him/her as a player/coach.

Plan 5-10 minutes at the beginning of each class to properly warm up. Each class should offer 25-30 minutes of sports skills instruction. Mark each athlete's progress on the Skill Sheets. Always come to the class prepared. Know what you are going to do and how you are going to do it. Allow for possible modifications or adaptations to the original plan as needed. Finish each class with a fun group or game activity. At the end of the unit, review the Skill Sheets to determine your students' improvement. End the class on a positive note by praising the good things you have seen and giving a group cheer.



HINTS TO BE A GOOD TEACHER

- RELAX. Attempt to learn the rhythm and style of your class the first day.
- Be flexible. Alter instruction to meet the need of a particular student or group.
- Set realistic goals for each student.
- Don't expect immediate results as far as skill learning—patience, patience and more patience.
- Always plan and understand lesson thoroughly.
- Stand and face students during instruction.
- Participate in activity with students. Stay active.
- Teach by indirection as well as direction; students are great imitators.
- Allow the student plenty of time to become familiar with the skill before teaching another skill.
- Be firm and maintain good discipline.
- Be quick to praise.
- Provide brief and clear instructions.
- Always point out the positive before correcting: "Jim, your release is much better, but let's try starting your approach more to the left."
- Use confidence builders. Always attempt to prevent a student from encountering repeated failures.

HINTS FOR ORGANIZING A GOOD CLASS

- Use the bowling area to your best advantage. If in the gym assign students to set the pins and to return the balls. Rotate students after each frame has been bowled.
- Organize stations by ability. Color code ability groups (i.e., Green—Beginner; Blue—Rookie, etc.) No one should be standing around while you arrange things. Keep everyone busy!
- Keep students informed of changes in schedule or activities.
- Introduce students to one another and orient them to the instructional setting.
- Demonstrate the sport skill whenever and as frequently as possible.
- Keep the fun in fundamentals. Use a game approach.
- Devote a part of each class period to group activity.
- If activity is going well, it is often useful to stop activity while interest is high.

SPORTS SKILLS INSTRUCTIONAL PROGRAM FOR MULTI-HANDICAPPED INDIVIDUALS

The Special Olympics Sports Skills Instructional Program applies to all Special Olympics participants including those who are multi-handicapped. Special Olympics has an objective of offering meaningful opportunities and competition to multi-handicapped individuals, regardless of the severity of their handicaps. Various adaptations and modifications of the Special Olympics Sports Skills Instructional Program should be made based upon the needs of the participants. See Modification and Adaptations section of this guide.





BOWLING

This Bowling unit can best be utilized to teach skills, improve coordination and enhance concentration. Instruction in bowling technique as well as the game's rules and etiquette will comprise this unit.

Bowling has become one of the fastest growing indoor sports in the country. The modern game of bowling is played on an indoor wooden lane. Ten pins are arranged in a diamond formation 30 centimeters apart. The game is played by rolling a ball down the lane in an effort to knock down all the pins stationed at the end of the lane. Each individual is allowed two tries per frame to knock down the pins. A game consists of ten frames. The individual who has the highest score or who has knocked down the most pins is the winner.

Bowling is an excellent recreational activity for all ages and ability levels. It can be set up in a gymnasium, on the lawn or at a regulation bowling alley. Because of the relatively small expenditure of energy required for participation in the game, bowling can be played for years after many other strenuous sports cannot. Bowling is considered one of the largest participant sports and has emerged as a sport for the entire family to play and enjoy.



GOAL/OBJECTIVES/BENEFITS

1

LONG TERM GOAL

The student will acquire basic fundamental skills, appropriate social behavior, and functional knowledge of the rules to enable him/her to successfully participate in a regulation or modified game of bowling.

2

SHORT TERM OBJECTIVES

1.0 Given demonstration and practice the student will properly warm up before participating in bowling.

2.0 Given demonstration and practice the student will execute the necessary skills to perform level I bowling skills.

3.0 Given demonstration and practice the student will execute the necessary skills to perform level II bowling skills.

4.0 Given regulation or modified rules and scoring the student will adhere to those scoring rules and regulations while participating in bowling.

5.0 While participating in bowling the student will exhibit good sportsmanship and etiquette at all times.

3

BENEFITS

- Bowling is an acceptable leisure time activity.
- Bowling develops selected gross motor skills.
- Bowling enhances self esteem.
- Bowling develops appropriate socialization skills.



BOWLING PARTICIPATION

Check with public bowling centers near you for discount rates and special arrangements for your students. Many centers have supported Special Olympics in the past and will be receptive to your inquiries. A visit to public lanes can provide an excellent opportunity for students to interact socially among themselves and with the public. It can also better acquaint the public with Special Olympics activities.

Before Special Olympians arrive at the Center:

- Have an adult precede the group to prepare the lanes for your arrival.
- Place lightweight balls on each return rack or in an area where ball selection will be made easier and more efficient.
- As a means of identifying balls use colored plastic tape. If student can't identify colors, then adult or volunteer helpers should assist. (Activity of identifying balls can be practiced at school before going to the center).
- Have students assigned to lanes so that as they arrive, placement on lanes is done quickly and time is saved. Consideration should be given to the set of lanes used by those with special disabilities (Example: not next to open bowlers).
- Have adult or volunteer assignments made before arriving at the bowling center. If possible, during each visit, keep the same leader with each group so they will know the progress of each student.
- Bowling shoes: each student should be able to give his/her shoe size or a name tag with shoe size to expedite bowling preparation.

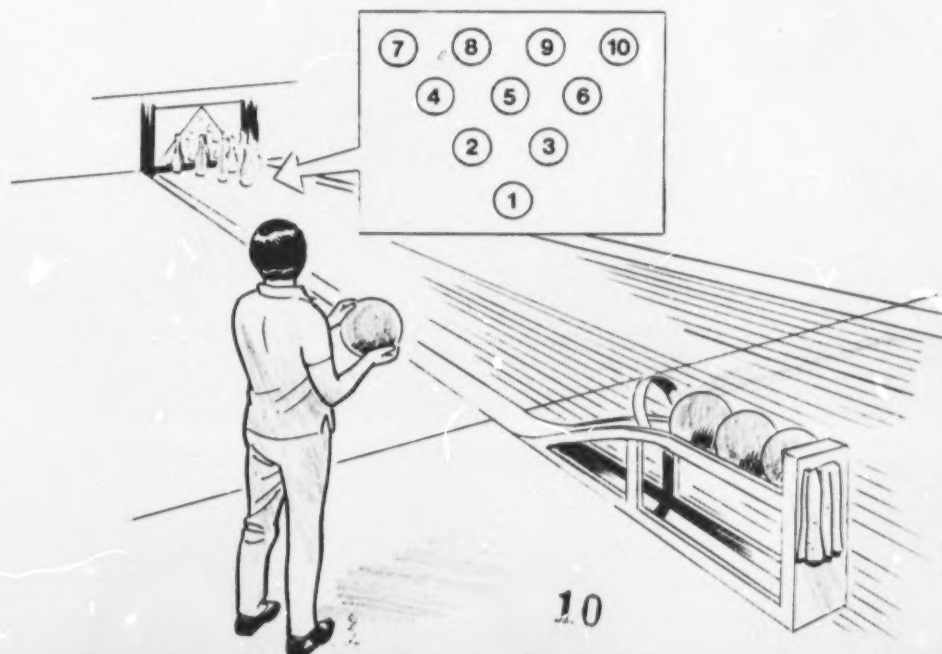
If a bowling center is not available during your training sessions, utilize a gymnasium or hallway. Used regulation size bowling pins can be acquired from bowling centers in your area. When setting up your bowling lanes make them as realistic as possible (i.e., foul lines, lane markers).

Divide your class into groups of three: a pin setter, ball returner and bowler. The students should rotate positions during each frame. The following sequence outlines the recommended procedure:

- Stand pins on floor.
- Set pins in correct alignment.
- Sit in chair alongside of pins, while bowler delivers the ball.
- Remove fallen pins after first ball is delivered.
- Return ball to bowler.
- Return to chair and await delivery of second ball.
- Set pins in correct alignment after second ball is delivered.
- Return ball to bowler.
- Rotate positions.

TEACHING SUGGESTIONS

- Use a triangular mat and/or individually marked circles to indicate proper pin alignment.
- Place a one meter square box near the foul line. Have the student/bowler properly pick up the ball off the box. Use a Frisbee Disc placed upside down to stabilize and prevent the bowling ball from rolling off the box.



WARM UP

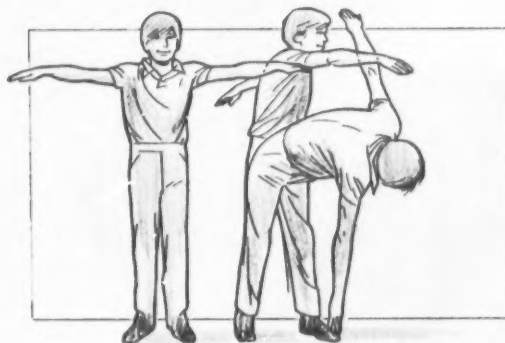
- 1.0 Given demonstration and practice the student will properly warm up before participating in bowling.**

STRETCHING EXERCISES

- 1. Perform windmill exercises properly.**

TASK ANALYSIS

- Place feet shoulder-width apart.
- Hold hands out to the sides with legs straight.
- Twist trunk to the left and bend down.
- Bring right hand to left foot.
- Return to starting position and repeat movement to opposite side.
- Repeat exercise five times.



- 2. Perform body bend exercises.**

TASK ANALYSIS

- Stand with feet slightly apart.
- Extend arms and reach high overhead.
- Bend from waist and arch backward as far as possible.
- Bend forward as far as possible swinging arms forward and trying to touch ground with hands.
- Return to starting position.
- Bend to left as far as possible, then to right.
- Repeat 4 times, gradually increasing to 8 times.

TEACHING SUGGESTIONS

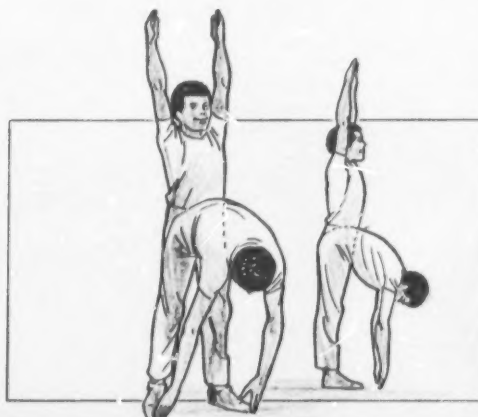
- If unable to reach foot, touch knee or shin.



- 3. Perform toe touch exercises.**

TASK ANALYSIS

- Stand with feet slightly apart and flat on ground.
- Keep legs as straight as possible.
- Bend from waist and reach as far down as possible.
- Try to touch toes or, if possible, floor.
- Hold stretch for 5 seconds.
- Repeat exercise 5 times, gradually increasing to 10 times.





SPORTS SKILLS ASSESSMENT—LEVEL I

INSTRUCTIONS

The Sports Skills Assessment is designed to determine the student's present level of functioning within a specific skill or sport and to determine the student's progress through training.

In administering the test, observe each student as he/she performs each test item. Score the student accordingly by checking the box located to the left of the task performed. If there is any question as to

the student's competence in a particular skill, require the student to perform the task 3 out of 5 times.

After scoring each student, add up the total number of boxes and indicate the student's present level of ability (i.e., Beginner, Rookie, Winner, etc.). If the student is performing at a higher level than measured in the Skills Assessment—Level I, re-evaluate the student utilizing Skills Assessment—Level II.

Skill Assessment—Level I

Scoring Level—indicates the student's level of achievement.

- 0-10 BEGINNER
- 11-20 ROOKIE
- 21-31 WINNER

Test Item #1 Equipment Selection

- ☐ Understands where to locate shoes and ball.
- ☐ Asks appropriate person for correct bowling shoe size.
- ☐ Selects appropriate weight for a ball.
- ☐ Uses same bowling ball throughout game.
- ☐ Returns bowling ball and shoes to appropriate place after game.

Test Item #2 Rolling

- ☐ Pushes ball with two hands while sitting on the floor.
- ☐ Rolls ball to target with two hands.
- ☐ Rolls ball with two hands using a pendulum swing.
- ☐ Rolls ball with one hand using pendulum swing.

Test Item #3 Grip

- ☐ Attempts to pick up ball.
- ☐ Picks up ball with instructor's assistance.
- ☐ Picks up ball correctly without assistance.
- ☐ Holds ball with two hands under control.
- ☐ Properly grips ball supported by non-bowling hand with elbows in.

Test Item #4 Stance

- ☐ Identifies foul line.
- ☐ Holds ball under control with two hands.
- ☐ Holds ball under control with one hand.
- ☐ Holds ball at proper height relative to body position.
- ☐ Assumes proper stance at foul line.
- ☐ Demonstrates proper foot placement (left foot forward if right handed).

Test Item #5 Arm Swing

- ☐ Performs two-handed pendulum swing in straddle-standing position.
- ☐ Performs pendulum swinging motion with assistance.
- ☐ Performs pendulum swinging motion without assistance.
- ☐ Performs push-away and pendulum swing, independently.

Test Item #6 Delivery

- ☐ Makes an attempt to deliver ball.
- ☐ Releases ball with two-handed push.
- ☐ Releases ball with two-handed pendulum swing.
- ☐ Releases ball with one-handed pendulum swing with assistance.
- ☐ Independently demonstrates pendulum swing when releasing ball.
- ☐ Releases ball in front of the body.

____TOTAL SCORE

LANE PREPARATION/EQUIPMENT/CLOTHING

LANE PREPARATION

The students should be taught how to prepare for bowling. They should be instructed on the operation of the bowling machine, (e.g., how and when to use the reset button). The student should obtain a score sheet from the bowling center desk and place it on the scorer's table. The students should identify the foul line and check to see if it is turned on. The students should also be taught to clear the lane of any debris.

EQUIPMENT

A bowler must use a ball which properly fits the hand to attain any degree of enjoyment and success. Fitting of the ball includes a correct finger span, proper thumb and finger hole sizes, and a comfortable weight. If a bowler constantly drops the ball at the foul line, the ball is too heavy. If the ball is lofted onto the lane, or speed is too great, the student probably is using a lighter ball than necessary. After bowling two good games if the next game score is markedly lower, then the chances are the ball is too heavy. Find out what is comfortable for each student. Don't use a ball too heavy to handle; and, don't use one so light that it becomes too easy to handle.

A Special Olympian may need a lighter ball. The selection of a ball is a matter of personal choice and comfort. A properly fitted ball, no matter what grip, will help increase accuracy and begin to raise scores.

CLOTHING

The student should wear comfortable clothing. Clothes that allow for freedom of movement are preferred. Regular school clothes, if they fit these requirements, are acceptable. Proper fitting bowling shoes are essential. The size of the bowling shoes should correspond to the students regular shoe size.

TEACHING SUGGESTIONS

- Discuss the lines and arrows of a bowling lane with the student.
- Using a flannel board have student identify key features of a bowling alley (reset button, foul line).
- Take students to the bowling lane and have them point out the lines and arrows.
- Assist the student in marking off a bowling lane in the gym or hallway.
- Point out and discuss what objects are to be removed from the bowling area.
- Walk student around the bowling area pointing out debris.
- Have student prepare bowling area by removing debris and wiping up any water or liquid on the lane.

TEACHING SUGGESTIONS

- Name each piece of equipment as you show it and give the purpose of each.
- Display equipment used in bowling and have student name each piece.



TEACHING SUGGESTIONS

- Discuss the types of clothes to be worn when bowling.
- Discuss the importance of wearing properly fitted clothing.
- Point out the advantages and disadvantages in various types of clothes which can be worn.
- Write student's shoe size on a piece of paper or card.
- Using a flannel board and some felt, cut-out articles of clothing and equipment and have the student properly dress the figure.
- Wear sneakers or tennis shoes when bowling in the gym.



ROLLING—LEVEL I

- 2.0 Given demonstration and practice the student will exhibit the necessary skills to perform Level I bowling skills.

ROLLING

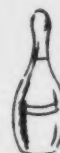
1. Roll a ball towards a target 4 out of 5 times.

TASK ANALYSIS

- Assume a sitting position on the floor.
- Grasp ball with two hands, spreading fingers underneath the ball.
- Extend arms, releasing the ball.
- Progress to a sitting position on a chair and then to a standing position.
- Practice rolling the ball towards a target.

TEACHING SUGGESTIONS

- Demonstrate skill while sitting and standing.
- Set up targets for student to roll a ball towards (colored shapes, target face, bowling pins, partner, etc.)



DRILL

Box Roll—Have the students roll balls through an open-ended box. Vary the box size, ball size and distance to box.

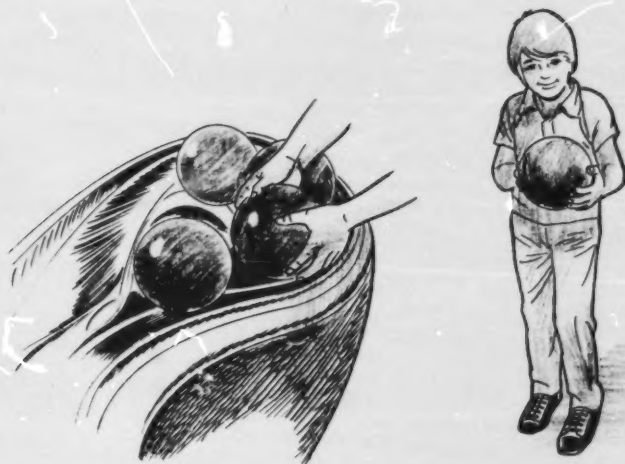
GRIP—LEVEL I

GRIP

1. Pick up the ball correctly 100% of the time.

TASK ANALYSIS

- a. Grasp ball with both hands facing away from other balls on the rack.
- b. Pick up the ball and bring to waist level.
- c. Watch for balls coming back on ball return.



TEACHING SUGGESTIONS

- Make sure student identifies his/her ball.
- While the ball is on a firm base (i.e., a rack, the floor), insert the student's thumb and two middle fingers into the proper holes. Then spread his index and little fingers over the ball surface.
- After the student has inserted his fingers into the proper holes, stand behind him. Have the student pick up the bowling ball about six inches off the surface (rack or floor). Put your hand six inches from the surface. Place the student's non-bowling hand underneath the bowling ball. Keep your non-bowling hand on the student's non-bowling hand and help lift the ball waist high.
- If the athlete is having difficulty with proper finger placement, try marking those fingers (stars, fingernail polish, magic marker, etc.) to further remind them.

2. Grip the ball correctly 100% of the time

TASK ANALYSIS

- a. Select a proper fitting ball with the correct weight.
- b. Insert thumb and two middle fingers into holes in the ball.
- c. Spread index and little fingers over ball surface.
- d. Hold ball waist high supported with non-bowling hand.





STANCE—LEVEL I

STANCE

1. Demonstrate the ready stance for bowling 3 out of 5 times.

TASK ANALYSIS

- a. Grip ball correctly.
- b. Place feet parallel to one another one to two inches apart with one foot splitting the midline of the other foot.
- c. Hold shoulders level and body square to target with weight evenly distributed.
- d. Bend knee slightly to encourage relaxation.
- e. Hold ball to the right and in front of body, waist high, elbows close to ribs.
- f. Focus eyes on pins or arrows on lane.

TEACHING SUGGESTIONS

- To encourage proper foot placement, a mat with footprints may be used with the beginning bowler. As the athletes get used to the proper position, the mat may be removed.
- Help the student stand straight. Place your hands (palms down) on the student's shoulders and straighten his back and level his shoulders if needed. Practice shoulders level and body square to target without holding bowling ball first.
- Stand behind the student. Turn the student's head with your hands so that he/she faces the bowling pins (spots on lane) directly.



ARM SWING—LEVEL I

ARM SWING

1. Demonstrate the proper grip and push-away.

TASK ANALYSIS

- a. Assume proper stance.
- b. Grip ball.
- c. Push ball forward and downward extending arm position.
- d. Keep elbow straight.

TEACHING SUGGESTIONS

- Stand in front of the student. Physically guide student through push-away emphasizing straightening of the elbow.





ARM SWING—LEVEL I

2. Demonstrate the pendulum swing 3 out of 5 times.

TASK ANALYSIS

- Assume bowling stance at the foul line.
- Hold ball at side with bowling arm extended and thumb facing the pins.
- Keep arm relaxed and wrist straight.
- Swing arm forward to eye level and then back in a natural arc past the hip.
- Keep shoulders parallel to foul line.
- Keep ball, arms and elbows close to the body throughout swing.

TEACHING SUGGESTIONS

- If the athlete has too much backswing, a handkerchief placed under the armpit of the bowling arm can help correct the problem. On a proper backswing, the handkerchief should remain in place rather than fall out.
- Some Special Olympians may have to sit or kneel at the foul line and push ball down the lane.



3. Demonstrate the push-away and pendulum swing.

TASK ANALYSIS

- Assume bowling stance at the foul line.
- Keep body and head upright
- Push arms straight forward.
- Swing bowling arm.
- Release ball down the lane.
- Follow through with arm.



TEACHING SUGGESTIONS

- To teach the follow through, have the athlete bend his knees and as the arm starts the swing forward stand up on the release.
- Develop the use of the range finder, a training device. The range finder is a pipe that extends over the lane with two straps hanging down about two bowling ball widths apart. The object is to roll the ball between the two straps. By doing this, the athlete will over emphasize the thumb aiming at the target, and it also encourages the knee bend. The device is placed about 10 feet from the foul line. As the athlete becomes more proficient, the distance may be increased until eventually the range finder can be removed entirely.
- Take a stance to the right of the athlete (right hand bowler) with the left foot forward, right foot back. Place the left hand firmly on the athlete's right wrist with the forefinger in the palm of the athlete's hand and the thumb and second finger wrapped around the athlete's wrist.
- Have the bowler look about 1/3 of the way down the alley, and as you look directly at your own feet. Instruct the athlete to release the ball on the forward swing, slightly past the foul line toward the pins.





DELIVERY—LEVEL I

DELIVERY

1. Demonstrate the one-step delivery 3 out of 5 times.

TASK ANALYSIS

- a. Grip ball correctly.
- b. Assume ready stance.
- c. Push ball forward to approximately eye level followed by a downward swing.
- d. Extend left hand outward for balance (right-handed bowler).
- e. Begin forward motion of ball at the end of backswing, sliding the opposite foot forward.
- f. Release ball on the floor, just over foul line.
- g. Continue moving hand forward and upward in a natural follow-through.
- h. Keep forward foot behind foul line and shoulders square to target.

TEACHING SUGGESTIONS

- Stand behind the student. While the ball is waist high, put hands underneath the ball and push it up and out to eye level. With the right hand underneath the ball, take the student's right hand with the ball in it and make a downward swing. At the same time, extend the student's left arm (with your left arm) outward.
- Stand behind student. Have the student stand in a backswing position with his/her left arm extended. With the right hand, support the ball from underneath and start forward motion of the ball. At the same time, slide the student's leg forward by pushing with your left leg (right-handed bowler).
- Stand beside the student. Have the student swing the ball forward. With your right hand, force the ball loose from the grip so that it goes forward over the foul line (right-handed bowlers).
- Place a long piece of colored tape on the foul line.
- Stand behind the student. After release of the ball, place right hand on the student's right hand and wrist. Move his/her bowling arm upward so that his/her arm is parallel to the floor. At the same time, with left leg, slide the student's left leg forward so that it stops before the foul line. Adjust student's shoulders square to the bowling pins (right-handed bowlers).
- Have the foul light and bell turned on and show the student what happens if a bowler steps over the foul line.
- Provide several lanes for the student to practice on.
- While practicing in classroom or gym, shorten the distance to the bowling pins.



SPORTS SKILLS ASSESSMENT—LEVEL II

INSTRUCTIONS

The Sports Skills Assessment—Level II is designed for higher skill level students. The test determines the student's present level of functioning within a specific skill or sport and shows his/her progress through training.

In administering the test, observe each student as he/she performs each test item. Score the student accordingly by checking the box located to the left of the task performed. If there is any question as to

the student's competence in a particular skill, require the student to perform the task 3 out of 5 times.

After scoring each student, total the number of boxes checked and indicate the student's present level of ability (i.e., Star, Super Champ, Superstar, etc.) If the student is performing at a lower skill level than measured in the Skill Assessment—Level II, re-evaluate the student utilizing Skill Assessment—Level I.

Skill Assessment—Level II

Scoring Level—indicates the student's level of achievement.

- 31-40 STAR
- 41-50 SUPER CHAMP
- 51-60 SUPERSTAR

Test Item #1 Delivery

- ☐ Assumes correct stance with eyes focused on bowling pins.
- ☐ Using one-step approach, delivers ball without going over the foul line.
- ☐ Performs four-step approach without consistent rhythm.
- ☐ Performs a smooth four-step delivery.
- ☐ Executes smooth slide without crossing foul line.

Test Item #2 Accuracy

- ☐ Delivers the ball down the lane in any direction.
- ☐ Delivers the ball down the lane towards the headpin.
- ☐ Performs a functional straight ball delivery.
- ☐ Aims and bowls at specific pins.
- ☐ Cleans out frame (strike/spare).

Test Item #3 Scoring

- ☐ Understands to count pins knocked down.
- ☐ Counts & records pins knocked down.
- ☐ Recognizes strikes and spares.
- ☐ Understands basic terminology (i.e., open, split, strike, spare).
- ☐ Keeps own score with assistance.
- ☐ Keeps own score without assistance.

Test Item #4 Rules of the Game

- ☐ Uses the assigned lane.
- ☐ Knows where the foul line is located.
- ☐ Knows to bowl only twice per frame.
- ☐ Bowls only when pins are standing.
- ☐ Identify correct pin arrangement.

Test Item #5 Game Etiquette

- ☐ Shows an understanding of the game.
- ☐ Takes turns with other team members.
- ☐ Selects and uses the same ball throughout the game.
- ☐ Bowls cooperatively and competitively; cheers fellow teammates.
- ☐ Maintains knowledge of own score.

____TOTAL SCORE



FOUR STEP DELIVERY—LEVEL II

3.0 Given demonstration and practice the student will successfully execute Level II Bowling Skills.

FOUR STEP DELIVERY

1. Demonstrate a four-step delivery 3 out of 5 times.

TASK ANALYSIS

- Grip ball correctly.
- Assume bowling stance with weight on rear foot (right-handed bowler).
- Push ball forward as right foot is moved straight ahead.
- Move ball and foot the same time and distance.
- Drop non-bowling hand away from ball and extend it outward for balance.
- Swing ball freely in downward arc as left foot moves straight forward.

TEACHING SUGGESTIONS

- Stand behind the student. Place hand on top of the student's hand and right foot behind his/her right foot. At the same time, push the ball forward and push his/her right foot straight ahead (with your right foot) to about the same distance as the ball (right-handed bowlers).
- Have the student practice without the ball.
- Stand behind the student with your hands on top of his/her wrists and hands. Take his/her left hand off the ball in a downward arc and push his/her left foot straight forward (right-handed bowlers).
- Put nonslip vinyl feet on the floor.
- Have student practice without the ball.
- Stand behind the student with right hand on his right hand and wrist. Swing the ball to the height of its backswing (between waist and shoulder) and move the student's right foot forward with your right foot. Do these at the same time.
- Stand behind student with right hand on his/her hands and wrists. Slide the student's left leg forward with your left leg and bring the ball downward. Hold the student's left hand out with your left hand (right-handed bowlers).



- g. Swing ball to height of backswing (between waist and shoulder).
- h. Slide left foot forward as ball is brought downward and extend left arm.
- i. Release ball in handshake position on the floor just over the foul line.
- j. Continue moving bowling arm forward and upward in a natural follow through after ball has been released (shoulders remain square to target).
- k. Execute smooth integration of skill sequence.

TEACHING SUGGESTIONS

- Stand beside the student with right hand on his/her right hand and wrist. Shake the student's wrist and force release of the ball near the floor and just over the foul line.
- Stand behind the student with your right hand on his/her right hand and wrist. Move the bowling arm upward for the follow-through. Have your left hand on the student's left shoulder to keep the shoulder square to the target.
- Emphasize elbow being tucked into the hip. Swing arm close to the hip for a straight swing. Have student keep ball in line with target.
- Correct student if bowling hand finishes across and in front of the body. Hand, arm and shoulder follow through in a straight line with target.
- Set up a 1 meter target 7.5 meters away for target bowling. Using an 8-10cm or 20-30cm ball, have students stand behind the line and roll the ball with accuracy, attempting to hit a 1 meter target. Vary distance from target according to student's abilities. Use larger targets for greater success.





STRAIGHT BALL DELIVERY—LEVEL II

STRAIGHT BALL DELIVERY

1. Demonstrate the ability to bowl ball down the center of the alley 3 out of 5 times.

TASK ANALYSIS

- a. Grip ball correctly.
- b. Assume ready stance.
- c. Perform four-step approach.
- d. Pin bowl by hitting any one of, or a combination of, the 1-2-3-5 pins.

TEACHING SUGGESTIONS

- Stand behind the student with your right hand on his/her right hand and wrist (right-handed bowlers). Move with the student, keeping his/her wrist aimed at the center pins.
- Demonstrate rolling the ball in the center of the alley.



DRILLS

Modified Game—have students bowl a modified game. Use a rubber bowling ball and roll the ball down the lane attempting to knock down ten pins with two rolls. Pair off class and have one partner bowl as the other resets pins after the second roll and returns ball. Use targets instead of pins for lower ability level students. If time does not allow

for bowling ten frames, end with all students having an equal number of turns, have students who can count keep their own score.

Accuracy Bowl—use a gym bowling kit and color-code pins for accuracy practice. Pair off students having the student not bowling reset pins after the roll and roll the ball back. Students who can count keep own score.

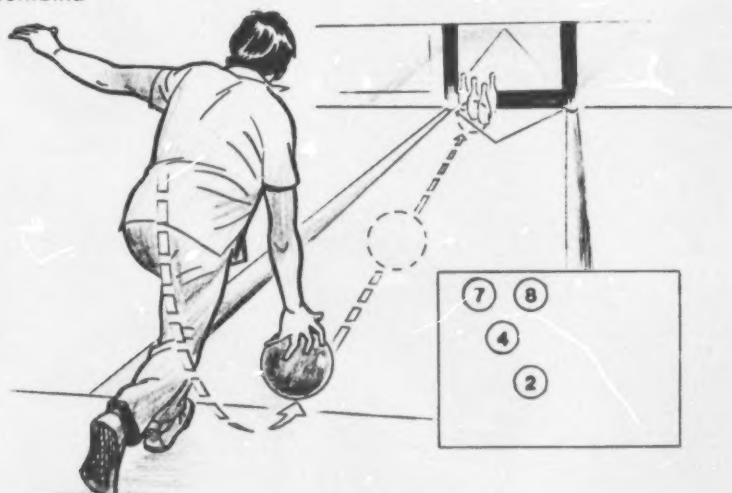
2. Demonstrate the ability to bowl ball down the left side of the alley 3 out of 5 times.

TASK ANALYSIS

- Grip ball correctly.
- Assume ready stance.
- Perform four-step approach.
- Pin bowl by hitting any one of, or a combination of the 2-4-7-8 pins.

TEACHING SUGGESTIONS

- Stand behind the student with your right hand on his/her right hand (right-handed bowlers). Move with the student, keeping his/her wrist aimed at the left side of the alley.
- Demonstrate rolling the ball to the left side of the alley.



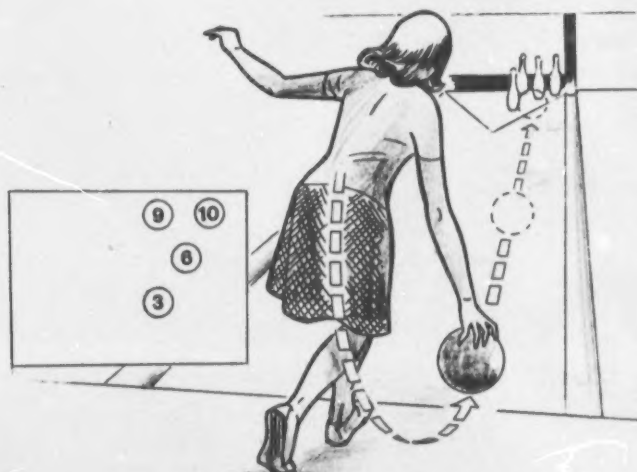
3. Demonstrate the ability to bowl ball down right side of alley 3 out of 5 times.

TASK ANALYSIS

- Grip ball correctly.
- Assume ready position.
- Perform four-step approach.
- Pin bowl by hitting any one of, or a combination of, the 3-6-9-10 pins.

TEACHING SUGGESTIONS

- Stand behind the student with your right hand on his/her right hand and wrist (right-handed bowlers). Move with the student, keeping his/her wrist aimed at the right side of the alley.
- Demonstrate rolling the ball to the right side of the alley.





RULES

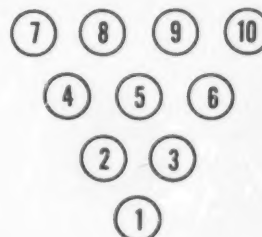
4.0 Given regulation or modified rules and scoring the student will adhere to those scoring rules and regulations while participating in bowling.

RULES

1. Follow Official Special Olympics Sports Rules.

TASK ANALYSIS

- Adhere to American Bowling Congress rules.
- Understands game consists of 10 frames.
- Does not step over foul line when bowling.
- Bowls only two balls per frame unless in 10th frame.
- Discuss rules infringement.



2. Understand scoring rules for bowling 75% of the time.

TASK ANALYSIS

- Recognizes bowling symbols.
- Understands scoring terminology (i.e., spare, strike, open, miss).
- Identifies correct pin arrangement.
- Understands basic scoring procedure.

STRIKE

1	2
X	

SPARE

1	2
6	/

MISS

1	2
6	-

SPLIT

1	2
6	6

SPARE

1	2
8	6
16	

10 bonus $\pm$ 6 pins on 1st ball of 2nd frame = 16 pins in 1st frame.

MISS

1	2
6	7
9	16

9 pins for 1st frame (6 $\pm$ 3) $\pm$ 7 pins in 2nd frame = 16 pins in second.

STRIKE

1	2
X	6
19	28

10 bonus $\pm$ a total of 9 pins (6 - 1st ball and 3 - 2nd ball) of 2nd frame = 19 pins in first frame.

SPLIT

1	2
7	2
9	

7 pins on 1st ball and 2 pins on the 2nd ball in the first frame

OPEN

1	2
6	3
9	

6 pins on 1st ball and 3 pins on 2nd ball (No bonus points) = 9 pins in 1st frame.

GAME SCORING

1	2	3	4	5	6	7	8	9	10	TOTAL
7	9	X	7	3	X	7	9	9	X	
9	18	37	46	66	86	105	124	133	163	163

3. Exhibit appropriate manners while bowling at all times.

TASK ANALYSIS

- a. Be ready to bowl when it is your turn.
- b. Don't waste time standing on the lane.
- c. Allow bowler to the right to bowl first if both bowlers are ready to bowl at the same time.
- d. Stay seated until your turn to bowl.
- e. Allow one free lane on each side before stepping onto approach.
- f. Don't use another player's bowling ball, towel or resin without permission.
- g. Control temper at all times.
- h. Be certain students wait until the pin setting machine has completed its cycle before rolling the ball.
- i. Call for assistance if ball does not return or pin lays wild on deck.
- j. Always roll ball, never throw ball down lane.
- k. Do not carry refreshments onto the approach area.

TEACHING SUGGESTIONS

- Sit bowlers in pit area in proper sequence to make it easier for them and instructor to know who is up next.
- Discuss bowling etiquette, such as congratulating opponent after each game, win or lose; controlling temper and behavior at all times; waiting for one's turn; using own ball always.
- Give sportsmanship award or tokens after each meet or class.
- Always commend students when they demonstrate good sportsmanship.





5.0 While participating in bowling the student will exhibit good sportsmanship and etiquette at all times.

1. Demonstrate competitive effort while bowling at all times.

TASK ANALYSIS

- Put forth maximum effort during games.
- Attempt to knock down as many pins as possible per frame.
- Do not consistently infringe the rules of the game.

2. Exhibit appropriate manners while bowling at all times.

TASK ANALYSIS

- Be ready to bowl when it is your turn.
- Don't waste time standing on the lane.
- Allow bowler to the right to bowl first if both bowlers are ready to bowl at the same time.
- Stay in approach area and step back off the approach making each delivery.
- Stay seated until turn to bowl.
- Allow one free lane on each side before stepping onto approach.
- Don't use another player's bowling ball, towel or resin without permission.
- Control temper at all times.
- Be certain students wait until the pinsetting machine has completed its cycle before rolling the ball.
- Call for assistance if ball does not return or pin lays wild on deck.
- Always roll ball, never throw ball down lane.
- Do not carry refreshments into the approach area.

TEACHING SUGGESTIONS

- Bowl a regulation or modified game.
- Commend athletes after each frame. Give instruction on delivery or approach if necessary.
- Sit bowlers in pit area in proper sequence to make it easier for them and instructor to know who is up next.
- Discuss bowling etiquette, such as congratulating opponent after each game, win or lose, controlling temper and behavior at all times, waiting for one's turn, and always use your own ball.
- Give sportsmanship award or tokens after each meet or class.
- Always commend students when they demonstrate good sportsmanship.

MODIFICATIONS AND ADAPTATIONS

The focus of this bowling guide is to assist all students to function at their maximum performance level. Achieving this goal can be facilitated through the Individualized Education Program (IEP). Realistic goals and objectives should be developed that present a challenge but do not force the child into experiences loaded with failure. To provide positive experiences means that many handicapped students will require instructional activities that are adapted to their particular needs. Some examples of activity adaptations include:

MODIFYING THE RULES OF AN ACTIVITY

This can be accomplished in several ways. Special Olympians are often denied the experience of the event because of the frequent stops due to rules infraction. Therefore, teachers should not be reluctant to modify the rules (e.g., allowing three balls per frame) as long as the major objective of the event (i.e., knocking down the pins) is not disturbed.

ACCOMMODATING THE STUDENT'S SPECIAL NEEDS

The weight of the ball may be lowered for Special Olympians with lower extremity weakness. A guide line or the sound of the coach's voice can be used to aid visually impaired students throw the ball.

ENCOURAGING CREATIVITY

Teachers can structure lessons so that students are asked to respond to challenging questions such as "Can you roll the ball down the lane?" Such an approach permits students with various levels of ability to respond in ways that allow for success. Obviously, variations in response to these commands would be apparent from student to student depending on the level of ability and severity of impairment.

CHANGING THE METHOD OF COMMUNICATION

Students sometimes require communications systems that are specific to their needs. For example, verbally explaining a task may not match up well with some students' information processing systems. Information which is more specific might be provided in other ways. The instructor or peer teacher, for example, could simply demonstrate the sports skill. Also, a student could be permitted to "feel" the skill by holding onto the teacher's arms as the instructor demonstrates a skill such as the pendulum swing. Some students may need not only to hear or see a skill, but also to read a description of the skill. This need can be met for poor or nonreaders through the use of poster board to which foot placement is attached to show the sequence necessary for a skill like the four-step delivery.

MODIFICATION EQUIPMENT

Successful participation in sports for some handicapped students requires equipment which has been modified to their particular needs. Requests for purchase or construction of equipment can now be facilitated through the Individualized Education Program. If special equipment is necessary to help a student progress in physical education, then it should be identified at the IEP meeting and included on the IEP form. Fortunately, special equipment is usually not expensive and is possible to make.

ADAPTATIONS

More specific adaptations for associated impairments are listed in the boxes below.

ORTHOPEDIC IMPAIRMENTS

- Bowling frame unit for use by bowler who is unable to lift the ball.
- Adapter-Pusher device to aid in pushing the ball down the alley.
- Handlebar Extension Accessory is used with the adapter-pusher device by ambulatory bowlers unable to lift the ball.
- Handle grip bowling ball that snaps back instantly upon release.
- Use preliminary arm swing rather than the traditional walking approach.
- Use a stable guide rail.
- Use lighter bowling balls.
- Have students bowl from a chair or wheel chair.
- Modify the approach by reducing the number of steps.

VISUAL IMPAIRMENTS

- Use a guide rail to help the individual locate his/her proper starting point and to assist his/her delivery on the approach.
- Let the student feel the swing of your arm.
- Have a sighted assistant tell the student which pins are standing.

AUDITORY IMPAIRMENTS

- Mark lane lines with brightly colored tape.
- Paint pins with a bright color.
- Use contact paper footsteps on the approach.
- Three balls per frame. No foul line.
- With plastic bowling set shorten the lane distance.
- Use Candlepin bowling for those with poor upper body strength.
- Use of smaller or lighter ball.



INFUSION CHART

ARTS	Makes designs for bowling shirts. Makes team pennants.
SCIENCE	Understands why a heavier ball is better for bowling. Recognizes where to hit the pins to knock them down.
INDUSTRIAL ARTS	Makes practice bowling pins. Constructs a chart to graph improvement.
MATHEMATICS	Keeps score. Computes the cost of bowling at a bowling alley (cost per game, shoe rental). Understands and computes handicap.
HOME ECONOMICS	Designs and makes a team bowling shirt. Dresses appropriately for bowling. Selects and wears appropriate bowling shoes.
HEALTH	Practices safety skills when bowling. Recognizes the proper fit for a bowling ball. Understands the importance of wearing clean clothes for bowling.
PHYSICAL EDUCATION	Understands and demonstrates the rules and skills of bowling. Recognizes the importance of good sportsmanship. Practices refining bowling skills. Recognizes the leisure value of bowling.
READING/LANGUAGE	Listens to instructions and follows directions. Expresses himself/herself during bowling (cheers, encourages). Reads bowling alley rules.
SOCIAL STUDIES	Identifies and locates neighborhood facilities where bowling can be accommodated. Participates in the establishment of teams and rules for a game of bowling.

TERMINOLOGY AND RESOURCES

Approach

The area behind the foul line (at least 4.6m long) in which the bowler makes his approach.

Arrows

A series of seven triangular darts (spots) placed in front of the foul line.

Curve

A ball which is rolled toward the outside of the lane and then curves back toward the center of the lane.

Delivery

Rolling of the ball.

Foul

Touching or going over the foul line when making a legal delivery.

Foul Line

A black line 15.6m from the center of the head pin which separates the approach from the lane.

Frame

A player's turn during a game. A game consists of ten frames.

Gutter Ball

A ball rolled in the gutter.

Lane

The name usually associated with the wooden surface extending from the foul line to the end of the pin deck.

Leave

Term given for the pins remaining after the ball has been rolled.

Open

Failure to get a strike or spare in a frame.

Perfect Game-300

Recording a legal strike in all ten frames, resulting in 12 consecutive strikes.

Pin

The regulation bowling pin is 39cm high and weighs between 1.4 and 1.6kg.

Return

Usually an under-the-lane track on which the ball is returned to the bowler from the pit.

Spare

Knocking down all pins in one frame with two balls.

Steps

Number of steps bowler takes when delivering the ball.

Strike

Knocking down all ten pins with one ball.

Printed Materials

Field Service Unit in Physical Education and Recreation for the Handicapped, Michigan State University (J.A. Wessel, Director). *I CAN Sports, Leisure, Recreational Instructional Skills Program*. Northbrook, Illinois: Hubbard.

Irmer, Larry D. et. al. *Physical Education Opportunity Program for Exceptional Learners*

(PEOPEL). Phoenix, Arizona: Phoenix Union High School System, 1977.

Special Olympics, Inc. *Coaches' Handbook*. Washington, D.C., 1980.

Other

Special Olympics, Inc., 1701 K Street, N.W., Suite 203, Washington, D.C. 20006.



SKILL SHEETS

Instructions

The Skill Sheets have been designed to record each student's sports skills performance throughout the program. The vertical top boxes identify the specific tasks to be accomplished. Each box to the right of the Special Olympians name includes a blank for the instructor to fill in the standard of success for each student based on his/her ability and the task to be performed. The standard, whether in distance, time or repetitions reflects how well the student must execute the desired skill. You as the instructor are the one to determine each student's level of acceptable performance. Encourage your student's to fill out the chart after each training session. See example on the following page.



ROLLING SKILL SHEET

NAME

Pushes ball with two hands while
sitting on the floor

Rolls ball to target with two hands

Rolls ball with two hands using a
pendulum swing

Rolls ball with one hand using pen-
dulum swing

Bill	20 %	30 %	10 %	40 %				
Jane	30 %	40 %	40 %	20 %				
	%	%	%	%				
	%	%	%	%				
	%	%	%	%				
	%	%	%	%				



EQUIPMENT SELECTION SKILL SHEET

NAME

*Understands where to locate shoes
and ball.*

*Asks appropriate person for correct
bowling shoe size.*

*Selects appropriate weight for correct
bowling shoe size.*

Uses same weight for a ball.

*Returns bowling ball throughout
game.*

*Returns bowling ball and shoes to
appropriate place after game.*

NAME	<i>Understands where to locate shoes and ball.</i>	<i>Asks appropriate person for correct bowling shoe size.</i>	<i>Selects appropriate weight for correct bowling shoe size.</i>	<i>Uses same weight for a ball.</i>	<i>Returns bowling ball throughout game.</i>	<i>Returns bowling ball and shoes to appropriate place after game.</i>
	%	%	%	%	%	
	%	%	%	%	%	
	%	%	%	%	%	
	%	%	%	%	%	
	%	%	%	%	%	
	%	%	%	%	%	



ROLLING SKILL SHEET

NAME

Pushes ball with two hands while
sitting on the floor.

Rolls ball to target with two hands.

Rolls ball with two hands using a
pendulum swing.

Rolls ball with one hand using pen-
dulum swing.

NAME	Pushes ball with two hands while sitting on the floor.	Rolls ball to target with two hands.	Rolls ball with two hands using a pendulum swing.	Rolls ball with one hand using pen- dulum swing.				
	%	%	%	%				
	%	%	%	%				
	%	%	%	%				
	%	%	%	%				
	%	%	%	%				
	%	%	%	%				



GRIP SKILL SHEET

NAME

	Attempts to pick up ball.	Picks up ball with instructor's assistance.	Picks up ball correctly without assistance.	Holds ball with two hands under control.	Properly grips ball supported by non-bowling hand with elbows in.			
	%	%	%	%	%			
	%	%	%	%	%			
	%	%	%	%	%			
	%	%	%	%	%			
	%	%	%	%	%			
	%	%	%	%	%			



STANCE SKILL SHEET

NAME

	Identifies foul line.	Holds ball under control with two hands.	Holds ball under control with one hand.	Holds ball at proper height relative to body position.	Assumes proper stance at foul line.	Demonstrates proper foul placement (left foot forward if right handed).		
	%	%	%	%	%	%		
	%	%	%	%	%	%		
	%	%	%	%	%	%		
	%	%	%	%	%	%		
	%	%	%	%	%	%		
	%	%	%	%	%	%		



ARM SWING SKILL SHEET

NAME

Performs two-handed pendulum swing in straddle-standing position.

Performs pendulum swinging motion with assistance.

Performs pendulum swinging motion without assistance.

Performs push-sway and pendulum swing, independently.

	%	%	%	%				
	%	%	%	%				
	%	%	%	%				
	%	%	%	%				
	%	%	%	%				
	%	%	%	%				



DELIVERY SKILL SHEET

NAME

Makes an attempt to deliver ball.

Releases ball with two-handed push.

Releases ball with two-handed pendulum swing.

Releases ball with one-handed pendulum swing with assistance.

Independently demonstrates pendulum swing when releasing ball.

Releases ball in front of the body.

%

%

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FOUR STEP DELIVERY SKILL SHEET

NAME

Assumes correct stance with eyes
focused on bowling pins.

Using one step approach, delivers
ball without going over the foul
line.

Performs four step approach without
consistent rhythm.

Performs a smooth four-step
delivery.

Executes smooth slide without cross-
ing foul line.

	%	%	%	%	%			
	%	%	%	%	%			
	%	%	%	%	%			
	%	%	%	%	%			
	%	%	%	%	%			
	%	%	%	%	%			
	%	%	%	%	%			



ACCURACY SKILL SHEET

NAME

Delivers the ball down the lane in any direction.

Delivers the ball down the lane towards the headpin.

Performs a functional straight ball delivery.

Aims and bowls at specific pins.

Cleans out frame (strike/spare).

	%	%	%	%	%			
	%	%	%	%	%			
	%	%	%	%	%			
	%	%	%	%	%			
	%	%	%	%	%			
	%	%	%	%	%			



SCORING SKILL SHEET

NAME

Understands to count pins knocked down.

Counts & records pins knocked down.

Recognizes strikes and spares.

Understands basic terminology (i.e., open, split, strike, spare).

Keeps own score with assistance.

Keeps own score without assistance.

	%	%	%	%	%	%		
	%	%	%	%	%	%		
	%	%	%	%	%	%		
	%	%	%	%	%	%		
	%	%	%	%	%	%		
	%	%	%	%	%	%		



RULES OF THE GAME SKILL SHEET

NAME

Uses the assigned lane.

Knows where the foul line is located.

Knows to bowl only twice per frame.

Bowls only when pins are standing.

Identify correct pin arrangement.

%

%

%

%

%

%

%

%

%

%

%

%

%

%

%

%

%

%

%

%

%

%

%

%

%

%

%

%

%

%



GAME ETIQUETTE SKILL SHEET

NAME

Shows an understanding of the game.

Takes turns with other team members.

Selects and uses the same ball throughout the game.

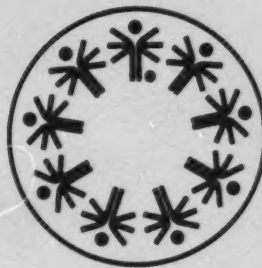
Bowls cooperatively and competitively, cheers fellow teammates.

Maintains knowledge of own score.

NAME	Shows an understanding of the game.	Takes turns with other team members.	Selects and uses the same ball throughout the game.	Bowls cooperatively and competitively, cheers fellow teammates.	Maintains knowledge of own score.			
	%	%	%	%	%			
	%	%	%	%	%			
	%	%	%	%	%			
	%	%	%	%	%			
	%	%	%	%	%			
	%	%	%	%	%			

Sports Skills Assessment Record Sheet

Sports Skills Assessment Record Sheet		PREVIOUS EXPERIENCE			LEVEL OF ACHIEVEMENT					LEVEL OF INDEPENDENCE			
		HAS PARTICIPATED	NEVER PARTICIPATED	BEGINNER	ROOKIE	WINNER	CHAMP	SUPER CHAMP	SUPERSTAR	NEED PHYSICAL ASSISTANCE	NEEDS DEMONSTRATION	RECEIVES VERBAL ASSISTANCE	RECEIVES NO HELP
NAME			0-10	11-20	21-30	31-40	41-50	51-60					
	1	2	☐	☐	☐	☐	☐	☐	1	2	3	4	
	1	2	☐	☐	☐	☐	☐	☐	1	2	3	4	
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